

Unit 1 Language: Context and Identity

Exam Preparation Answers

Section A: Context and identity

Chapters 1–11 focus on Paper 1, Section A: Context and Identity. This question is worth up to 35 marks. A copy of the mark scheme is available at the end of the section.

Chapter 1: Mode and audience

Answers may note that:

- Although in spoken mode, the text shows significant features of written mode:
 - o it is **transactional**, delivered to an audience without opportunities for interaction
 - o it is a video and therefore **asynchronous** and **permanent**
 - o the speaker's fluency suggests it is **planned** and **highly structured**
 - o the register is **formal**.
- The producer of the text is a teacher and the topic is a Shakespeare play, therefore the implied audience is students who are studying the play.

Chapter 2: Function

Answers should focus on **function**.

Answers may note that:

Text B

- Though showing features of an interactional text – adjacency pairs such as '**What is the trait you most deplore in yourself?** / Impatience.' – the dominant function of the text is transactional. The structure of the text implies an interaction between interviewer and interviewee; however, the function of the article is to convey information about its subject to its implied audience of newspaper readers.
- Some of the responses indicate features of an expressive function, for example, the subject's fear that he will 'lose my eyesight' and his view that there is 'no ideal life'.

Text C

- The text is purely transactional but shows features of an informative function, explaining to readers the aim of the producer to 'rescue... create... [and] teach'.
- The text is dominated by a persuasive function, highlighting issues in Malawi, with frequent use of emotive lexis, e.g. 'poorest... threats... disappearing... risk', contrasted with more positive lexis, e.g. 'change... tackling... stronger', to highlight the impact the organisation aims to have.

Chapter 3: Field

Answers should focus on **context**.

Answers may note that:

- Low register, informal language features, e.g. 'sort of... I mean...' is typical of the spontaneity of spoken mode.

- The low frequency lexis from the field of business and finance, e.g. 'flywheel effect... rights... financially... lucrative' conveys expertise in the business of sport.
- Frequent references to 'women' and 'the women's game', juxtaposed with 'the men's game', implies both speakers' focus on the significance of the women's game.
- References to young fans, e.g. 'a girl 12 years old' and the field of aspiration, e.g. 'hero... dream... inspiring...', highlight the significance of the women's game to both speakers.

Chapter 4: Context

Answers should focus on **contextual factors**.

Answers may note that:

- The speaker is an extremely well-known actor, explicitly stated in high frequency lexis such as 'actor', 'pretend' and 'not a scientist'. In contrast, the speaker conveys a degree of expertise on the topic of climate change in far lower frequency lexis, for example 'acidifying... methane plumes... scientific projections...'
- The local context of the speech – delivered to an audience of 'leaders of the world' – is reflected in the text's formal register and initially moderate tone. However, as the discourse progresses, an increasingly aggressive tone is conveyed in increasingly reduced syntax – for example 'I pretend for a living. But you do not.' – implying a tone of combative challenge to the speaker's audience.
- The global context implied by the speaker, conveyed in low frequency, emotive lexis, e.g. 'the wanton destruction of our collective home', conveys an impression of impending disaster clearly understood by the speaker, but ignored or misunderstood by his audience.

Chapter 5: Considering contexts

Answers should focus on **contextual factors**.

Answers may note that:

- The context of the article in written mode, permanently and widely available to a general audience, reinforces the identity of the producer as honest, open and forthright in revealing his struggle to overcome disappointment and failure.
- The function of the article is transactional, informational and persuasive in the producer's intention to convey an identity of vulnerability in contrast to the public expectation of athletes as 'hyper-determined individuals'.
- The producer focuses on the personal context of life as an 'elite athlete', highlighted in emotive lexis: an athlete 'living life to the full' experiencing 'euphoria and heartbreak' and his role in inspiring 'hope, inspiration or belief'.
- Although references to the Paralympic Games imply the producer's disability, it is not explicitly stated and therefore irrelevant to his identity as an 'elite athlete'.

Chapter 6: Accent, dialect and register

Answers should focus on **accommodation theory**.

Answers may note that:

- The context of a formal ceremony of graduation.
- The context of a person in authority and, formerly, in a position of great power and responsibility, sharing his wisdom with students beginning their adult lives.
- Informal lexis creates a low register, e.g. 'Hi everybody', 'a whole bunch of parties'.
- The use of humour, e.g. 'Mine usually go on way too long.... especially if you have big ears like me.'
- Contrast with a more formal lexical register, e.g. 'your graduation marks your passage into adulthood'.
- A largely standard syntax typical of written mode implies a planned and highly structured discourse.
- Informality and humour suggest an element of accommodation to create a bond between the producer and receiver.
- Usage of formal lexis and syntax positions the producer at a greater distance from the receivers, reflecting his status, both politically and socially.

Effective response:

The text is a speech given by a former president of the United States to an audience of graduating students. This formal occasion is reflected in the producer's usage of high register, formal lexis and standard syntax. However, there are elements of low register lexis and humour in the speech, for example the opening of 'Hi everybody', suggesting the producer's use of accommodation to create a social bond with his audience: an older, wiser person in authority sharing his wisdom with young people. This positioning fluctuates throughout the speech, suggesting an attempt by the producer to be alternatively close to, and at a distance from, his audience.

Chapter 7: Idiolect and sociolect

No answers required.

Chapter 8: Language and gender

Answers should focus on **language and gender**.

Answers may note that:

- Jaryd Clifford's article displays features that align with Deborah Tannen's ideas of male language usage: it highlights his status, conveys information, and asserts his independence as an individual, etc.
- However, while Bryony Gordon's article shows elements of Tannen's model of female language usage, for example her tendency to express supportive feelings and understanding, she also shows elements of Tannen's model of male usage, offering information and advice.
- The evidence from these discourses suggests that Cameron's assertion – that gender and language are not so closely related as some theorists have argued – is entirely valid.

Chapter 9: Analysis and comparison

Answers should focus on:

- **identity**
- **relevant language frameworks**
- **concepts and issues** such as social, cultural and gender factors
- **contextual factors** such as mode, field, function and audience.

Answers may note that:

- Both texts are newspaper articles, therefore in written mode.
- Both texts focus on the producer's experience and identity as athletes.
- Both texts describe the process of successfully overcoming challenges using lexis from the fields of struggle and success, suggesting an identity of resilience and perseverance.
- The structure of Text B conveys an almost fairy-tale narrative of the producer's progress from 'flipping burgers' to achieving his 'dream' of becoming an elite athlete, conveying an identity of skill and determination. The structure of Text A, on the other hand, contrasts the expectations of elite athletics with the reality of failure, conveying an identity of struggle and vulnerability.
- This is reflected in the emotive lexis of Text A. While the producer of Text B simply refers factually and without emotion to fracturing his hand, the producer of Text A focuses on the emotional impact of his loss: 'broken, exhausted, defeated... numb... heartbreak'.

Chapter 10: Your language, your identity

Student's own answers. Please refer to the mark scheme provided below when reviewing student responses to this chapter's Exam Preparation.

Chapter 11: Putting it all together

Answers should focus on:

- **identity**
- **relevant language frameworks**
- **concepts and issues** such as social, cultural and gender factors
- **contextual factors** such as mode, field, function and audience.

Answers may note that:

- Both texts are planned, highly structured transactional texts in spoken mode.
- Both texts focus on personal experiences of bullying: Text A in the context of encouraging adults to support young people, and Text B in the context of encouraging young people to find their own means of survival.
- These contexts are reflected in the usage of persuasive structures in Text A, e.g. 'we can end bullying', and the usage of imperatives in the conclusion of Text B, e.g. 'get... look... stare...'
- Text A shows low frequency lexis and formal, standard syntax, while Text B uses a more informal register, e.g. 'kid... take it from me... Geek. Fatty.'
- Both texts feature significant usage of emotive lexis.
- Text B makes use of metaphor (e.g. 'I hid my heart under the bed') perhaps reflecting the producer's identity as a poet, while Text A's lexis is more literal and blunt, conveying an identity of frank openness.

Effective response:

In the opening of the speech, the producer of Text A focuses on ‘young people’, distancing herself from them using the pronoun ‘they’, effectively aligning herself with the ‘adults’ in ‘buildings like this’ who talk about children’s rights. However, the pronoun ‘I’ soon begins to dominate the speech as the producer focuses on her own experiences of bullying. This dual positioning effectively aligns the producer with both her audience and with the children whose rights she is supporting.

The producer of Text B frequently uses the pronoun ‘I’ when talking about his experiences, and ‘we’ when talking about those who had similar experiences, positioning himself at a greater distance from his audience. However, the producer attempts to create a bond of sympathy with his audience by conveying his identity as the product of downtrodden childhood through emotive lexis such as ‘hurt’ and ‘lonely’ with ‘dreams’ that were ‘easy to dismiss’.

The lexis of Text A shows similarly emotive language choices, frequently from the field of fear, for example ‘helpless... scared... terrifying... fear...’. This lexis conveys an identity of vulnerability which, when contrasted with the more positive lexis at the end of her speech – highlighting the importance of ‘live... support... care... help...’ – creates an identity for the producer of someone who understands not only the pain of bullying but the impact that support from the world of adults can have.

Mark scheme

Level	Mark	A01 = bullet points 1, 2; A02 = bullet points 3, 4; A03 = bullet point 5; A04 = bullet points 6, 7
	0	No rewardable material.
Level 1	1-7	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. • Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. • Uses a narrative approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data.
Level 2	8-14	<p>General understanding</p> <ul style="list-style-type: none"> • Uses methods of language analysis that show general understanding. • Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. • Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description. • Gives obvious connections. Makes links between the data and applies basic theories and concepts.
Level 3	15-21	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. • Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding of relevant concepts and issues. • Clear application of this understanding to the data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. • Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.
Level 4	22-28	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Controlled application of methods of language analysis supported with use of discriminating examples. • Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection of a range of relevant concepts and issues. • Discriminating application of this understanding to the data.

		<ul style="list-style-type: none"> • Makes inferences about the construction of meaning in data. • Examines relevant links to contextual factors and language features to support the analysis. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.
Level 5	29–35	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Critical application of methods of language analysis with sustained examples. • Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative selection of a wide range of relevant concepts and issues. • Evaluative application of this selection to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation. • Evaluates connections across data. Critically applies theories, concepts and methods to data.

Section B: The Creation of Voice

Chapters 12–20 focus on Paper 1, Section B: The Creation of Voice. This question is worth up to 15 marks. A copy of the mark scheme is available at the end of this section.

Chapter 12: Transforming a text

Answers should focus on the **text** for a **website advising parents** how they can help **their children** to **eat a healthy diet**.

Material from Text A could include:

- Parents can act as role models in encouraging children to eat a healthy diet.
- Vegetables are full of vitamins and minerals, e.g. particularly vitamin A, important in maintaining eye health.
- People used to think that carrots helped you to see in the dark.
- Encourage children to try new foods, even in small amounts.
- Do not be discouraged: keep offering children healthy foods.

Chapter 13: Being inspired

Answers should focus on producing a **letter** to a local **politician**, **encouraging** them to make decisions, and to take action, to address the problem of **climate change**.

Material from Text A could include:

- the very serious consequences of climate change
- that those consequences are of greater significance for young people
- how world leaders have ignored scientific evidence of climate change for 30 years
- that the ambition to reduce emissions by 50% is inadequate.

Chapter 14: Form

Student's own answers.

Chapter 15: Language features and function

Student's own answers.

Chapter 16: Audience

Student's own answers.

Chapter 17: Gathering material

Answers should focus on producing the text for a **speech** to be delivered at a **conference of business leaders**, **encouraging** them to join a programme in which **young people work with mentors** from the world of work to help them develop and achieve their goals.

Material from Text A could include:

- the importance of support: Clifford references the support of 'the incredible team around me'
- the importance of representation: Clifford emphasises the value of honesty 'so that people don't compare themselves to something that doesn't exist'.

Material from Text B could include:

- the importance of role models: Okolie was inspired by seeing athletes taking part in the 2012 Olympics
- the importance of support: Okolie highlights the support of his mother in helping him to realise his ambition.

Effective response:

I recently read two newspaper articles written by elite sportsmen. This brought home to me something that I think we have always known. Success does not just come from within. It comes from the people around us. The Paralympian Jaryd Clifford writes very openly about the pain and struggle that followed his failure to win a gold medal at the Paralympic Games, and the role that the team of people he works with played in pulling him through. The boxer Lawrence Okolie writes about the vital role that the support of his mother played when he came home from work at the age of 20 and announced that he was going to be an Olympic boxer. Surely this shows us that we can do anything we want, if we are determined enough to achieve it. But we need the support of great people around us, to inspire us, to show us the way and to help us to be what we can become.

Chapter 18: Planning and structuring

No answers required.

Chapter 19: Reviewing and revising

No answers required.

Chapter 20: Putting it all together

Answers should focus on producing the text for an **article** for **your local school or college website**, **encouraging students to behave responsibly** and treat others with **respect** when using **social media**.

Material from Text A could include:

- Social media has brought large numbers of very different people with different views together.
- Social media companies have not tackled issues of online antisocial behaviour effectively.
- We all want to be popular on social media.
- Social media has a huge impact on our mood and the way we see ourselves.
- We enjoy the negative interactions on social media.

- We can lose our inhibitions and fail to follow the social conventions of polite interaction on social media.

Effective response:

For most of us, social media plays a huge part in our lives. It gives us the opportunity to interact with many more people in one day than we might meet in real life in a lifetime. But it is difficult to choose the people who interact with us on social media – and sometimes those people say things that can be unkind and hurtful. This can make us feel sad, lonely or rejected. It may make us feel bad about ourselves. Perhaps it makes us wonder why somebody would say something so horrible.

The truth is, we rarely think about the consequences of the things we say on social media. We can't see the hurt or the harm we might be causing someone who may be miles away from us, or even hundreds of miles away from us. So, we say things that we wouldn't dream of saying to people's faces.

The way we behave on social media should tell us something about ourselves: whether we are the kind of people that want to lift others up, or the kind of people that want to drag others down. The kind of people who think before they speak, or the kind of people who speak without thinking about the harm we might be doing and the pain we might be causing...

Mark scheme

Level	Mark	AO5 = bullet points 1, 2, 3
	0	No rewardable material.
Level 1	1-3	Descriptive <ul style="list-style-type: none"> • Writing is uneven. There are frequent errors and technical lapses. • Shows limited understanding of requirements of audience and function. • Presentation of data is formulaic and predictable.
Level 2	4-6	General understanding <ul style="list-style-type: none"> • Writing has general sense of direction. There is inconsistent technical accuracy. • Shows general understanding of audience and function. • Some attempt to craft the presentation of data, with general elements of engagement.
Level 3	7-9	Clear, relevant application <ul style="list-style-type: none"> • Writing is logically structured. There are few lapses in clarity. • Shows clear understanding of audience and function. • Clear awareness of appropriate presentation of data, with some engaging and original elements.
Level 4	10-12	Discriminating, controlled application <ul style="list-style-type: none"> • Writing is effectively structured. Writing is consistently accurate. • Consistently applies understanding of audience and function. • Presents data in an original and consistently engaging manner.
Level 5	13-15	Critical and evaluative <ul style="list-style-type: none"> • Writing is controlled and confident throughout. Writing is consistently accurate. • Demonstrates discriminating understanding of audience and function. • Crafts data in an assured and original response.

Unit 2: Language in Transition

Exam Preparation Answers

Preparation chapters

No exam-style questions are provided within the first five Preparation chapters.

Preparation: Syntax variations

Answers should focus on the ways in which the speaker's language usage diverges from Standard British English.

Answers may note that:

- Some lexis is specific to Kriol, e.g. *mala*.
- Some lexis is similar to standard English but has a different meaning, e.g. *deadly*.
- Whereas standard English indicates possession using possessive pronouns (and the apostrophe + s structure), Kriol indicates possession using 'fo', e.g. *us mob fo voice = our voice*.
- Kriol omits auxiliary verbs, e.g. *they got*, rather than *they have got*.
- Kriol sometimes omits copula verbs, e.g. *it time* rather than *it is time*.
- Kriol does not show usage of irregular plurals, e.g. *womans* rather than *women*.
- The determiner *one* is used preceding both singular and plural noun phrases.

Preparation: Discourse

Answers should focus on comparing the texts at discourse level, considering:

- context *and/or*
- register *and/or*
- fluency *and/or*
- the use of discourse markers.

Answers may note that:

- Text A shows a transactional discourse: the producer addresses an implied audience of parents; Text B shows an interactional discourse between two family members.
- Both texts show an informal register.
- The producer in Text A uses a variety of discourse markers, e.g. 'OK' operating as an introduction and 'right?' inviting agreement; the speakers in Text B use fillers, e.g. 'so... well... I mean...' indicating thinking time.
- The prevalence of micropauses and false starts in Text A indicates the rapidity of the utterances and the speaker's spontaneity, whereas longer pauses in Text B indicate a pace more aligned with the natural pace of conversation.

Preparation: Phonetics

Answers should focus on identifying connections between the **phonology** of Scouse and standard forms of English.

Answers may note that:

- Scouse shows vowel shortening, e.g. *you're* /jə/.
- Scouse shows final consonant deletion, e.g. *alright* /ɔ:raɪ/, *lad* /læ/, *lot* /lɒ/.
- Scouse shows initial consonant deletion of the /h/ phoneme, e.g. *hear* /ɪə/.
- Scouse shows consonant variation, replacing the standard /k/ phoneme with /x/ e.g. *chicken* /tʃɪxən/.
- Scouse shows variation in the /ð/ digraph, e.g. *they* /deɪ/, *though* /dəʊ/.

Section A: Spoken Language Today

Chapters 21–26 focus on Paper 2, Section A: Spoken Language Today. This question is worth up to 25 marks. A copy of the mark scheme is available on page 15 of this document.

Chapter 21: Pidgins

Answers should focus on identifying connections between Chinese Pidgin English and standard forms of English. They should consider:

- morphology *and/or*
- lexis *and/or*
- syntax.

Answers may note that:

Morphology

- The possessive pronoun *my* replaces all other first person pronoun forms, e.g. *My talkee you*.
- Verbs are not inflected to indicate person, e.g. *This belong...You belong...*

Lexis

- The lexis of Chinese Pidgin English is largely drawn from standard English, with the addition of the /i:/ phoneme.

Syntax

- The syntax of interrogatives differs from standard English with interrogative structures, e.g. *how muchee?*, *what name?*, positioned at the ends of questions.
- Copula verbs are deleted, e.g. *How muchee dollar?*, or replaced eg *You belong honest man*.
- The addition *piecee* operates as a determiner, indicating number.

Chapter 22: Creoles

Answers should focus on identifying connections between Kriol and standard forms of English. They should consider:

- phonology *and/or*
- morphology *and/or*
- lexis *and/or*
- syntax.

Answers may note that:

Phonology

- Kriol shows consonant deletion, e.g. *making* / meɪkɪn /, *learning* / lɜ:nɪn /.
- Kriol shows vowel shortening, e.g. *been* /bɪn/.
- Kriol shows a merger of the standard English phonemes /æ/ and /e/, e.g. *blackfella* /blekfela/.

Morphology

- Kriol shows omission of auxiliary verbs, e.g. *they been learning* = *they have been learning*.
- Kriol indicates the past tense through the addition of the auxiliary verb *been*, e.g. *they been walk* = *they walked*.

Lexis

- Some Kriol lexis is drawn from standard English, e.g. *know, strong, woman, generation*, etc.
- Some Kriol lexis shows a semantic shift, e.g. *deadly = good, country = lana, law, customs, culture, heritage and ancestry*.
- Some Kriol lexis suggests derivation from standard English, e.g. *noem = know*.
- Some Kriol lexis shows no relationship to standard English, e.g. *mala = we, us*.

Syntax

- The formation of some structures, e.g. *big more good*, suggests a reduced syntax and lexis.
- Adverbs are absent from the text, or formed using a noun phrase structure, e.g. *this kind deadly way = positively*.
- Copula verbs are omitted, e.g. *it time, they proper strong one*.
- Auxiliary verbs are omitted, e.g. *they been learning*.
- Singular nouns can operate as plurals, e.g. *all the woman*.
- The position of verbs in clauses differs from standard English, e.g. *hearing us mob fo voice talking it time = it is time to hear our voices*.

Chapter 23: Alignments and divergences

Answers should focus on identifying connections between Jamaican Patois and standard forms of English. They should consider:

- Kachru's and/or McArthur's models of world Englishes and
- morphology *and/or*
- lexis *and/or*
- syntax.

Answers may note:

Morphology

- In Patois, verbs do not inflect to convey the past tense, e.g. *Monkey ask him... Anansi call out...*

Lexis

- Much of the lexis of patois aligns with standard English.
- Some lexis shows derivation from standard English, e.g. *cunnie* as an abbreviation of *cunning*; *gwine* as a variation of *going*.
- Some lexis shows a semantic shift, e.g. *one* ('one deep hole') operating as an intensifier, meaning *very, extremely*, etc.
- Some lexis shows an origin other than English, e.g. *nyam*.

Syntax

- Copula verbs are frequently omitted in patois, e.g. *Anansi [was] on the tree laughing*.
- Object pronouns (me, him) operate as subject and possessive pronouns, e.g. *me have plenty, him sen' down him tail*.
- Reduplication operates as an intensifier, e.g. *me have plenty plenty*.

Effective response:

The example of Jamaican Patois given in Text B does not fully align with Kachru's Three Circles of English. While it shows some of the norms of standard English in its lexis, syntax and morphology, and indicates a development of those norms, it also shows the influence of other languages, for example the Senegalese language of Wolof. The description of a language in the outer circle as 'norm-developing' suggests an ongoing process. However, defined as a creole, Jamaican Patois is considered to have stabilised and, therefore, it is subject to the same level and pace of language change just as all other 'standard' forms are.

Chapter 24: Comparing global varieties of English

Answers should focus on identifying connections between *either* Nigerian Pidgin *or* Bislama *or* Solomons Pidgin and standard forms of English. They should consider:

- morphology *and/or*
- lexis *and/or*
- syntax.

Answers may note:

Text B: Nigerian Pidgin

Morphology

- The expression of some concepts suggests morphological structures and lexis are more limited in Nigerian Pidgin, for example *brotherhood* is expressed as *like broda and sister*; *the right to security* is expressed as *right to see say im life safe for where e dey*.

Lexis

- Some lexis aligns with, or shows derivation from standard English, e.g. *everi human being*.
- Some lexis shows derivation from other languages, e.g. *naim*, *wey*.

Syntax

- Word order broadly aligns with standard English.
- Copula verbs are often omitted, e.g. *dem de equal for dignity*.
- Object pronouns operate as possessive, e.g. *him life*.

Text C: Bislama

Morphology

- The expression of some concepts suggests morphological structures and lexis are more limited in Bislama, for example *human beings* and *person* are expressed as *man mo woman*; the expression the concepts *torture* and *cruel, inhuman or degrading treatment* in Article 5 takes more than three times as many words to express in Bislama compared to standard English.

Lexis

- Some lexis aligns with, or shows derivation from standard English, e.g. *evri man*.
- Some lexis shows derivation from other languages, e.g. *bambae*, *olsem*, *save*.

Syntax

- Word order broadly aligns with standard English.

- *Blong*, derived from the standard English *belong*, is used to indicate possession and operate as the preposition 'of'.

Text D: Solomons Pidgin**Morphology**

- The expression of some concepts suggests morphological structures and lexis are more limited in Solomons Pidgin, for example the concepts *torture* and *cruel*, *inhuman or degrading treatment or punishment* in Article 5 are translated as *panisim* (punishment) *treatim no gud* (treat them badly) and *kil* (kill, severely hurt).

Lexis

- Some lexis aligns with, or shows derivation from standard English, e.g. *evri man*.
- Some lexis shows derivation from other languages, e.g. *babae* (which shows alignment with Bislama), *olketa*, *lo*.

Syntax

- Word order broadly aligns with standard English.
- Copula verbs are omitted, e.g. *olketa born frii* = *they born free*.
- The pronoun *olketa* (they) operates as both a subject and object pronoun.

Chapter 25: Hybrid Englishes

Answers should focus on identifying connections between Singlish and standard forms of English. They should consider:

- phonology *and/or*
- morphology *and/or*
- lexis *and/or*
- syntax.

Answers may note:

Text A**Morphology**

- Some words are formed through elision of standard English lexis, e.g. *never mind becomes /neəmain/*

Lexis

- The majority of lexis aligns with, or is derived from, standard English.

Syntax

- Word order diverges from standard English but aligns with Mandarin eg *now what time?*

Phonology

- Consonant deletion is a key phonological feature of Singlish, e.g. *act /æk/*, *find /fain/*.
- Shows consonant variation, e.g. words */w3:tz/*.

Text B**Morphology**

- Plural formation is variable, e.g. *nine years... two year*.

Lexis

- The majority of lexis aligns with, or is derived from, standard English.
- Phoneme deletion is shown, e.g. *of course* /ka:s/, *ready (already)*.

Syntax

- Copula verbs and pronouns are often omitted, e.g. (.) *in local schools ah only blonde person, Ang mo very power!*

Phonology

- Consonant deletion is shown, e.g. *stand* /stæn /.

Chapter 26: Putting it all together

Answers should focus on identifying connections between Bahamian English and standard forms of English. They should consider:

- discourse *and/or*
- morphology *and/or*
- lexis *and/or*
- syntax *and/or*
- phonology.

Answers may note:

Discourse

- Frequent usage of fillers, false starts and unvoiced pauses typical of spoken mode.

Morphology

- Verbs are rarely inflected to indicate the past tense or person, e.g. *it happen, he have*.
- Some verbs show inflection, e.g. *he wasn't in... the boat*, though their usage does not always align with standard English usage, e.g. *the boys... had to gone and hold him*.
- A reduplicated syllable in 'fishing / fɪʃɪnɪn /' and the formation of the superlative 'dangerousest' show variation from standard English forms, however these may be features of the speaker's idiolect.

Lexis

- The majority of lexis aligns with, or is derived from, standard English.

Syntax

- Word order aligns with standard English, though with some omissions, e.g. *he have big bonefish*.
- Double negatives are shown, e.g. *it wasn't no doctor*.

Phonology

- Consonant deletion is shown, e.g. *walking* /wɔ:kɪŋ / and *running* /rʌnɪn /.
- Non-rhoticity and consonant variation is shown, e.g. *creature* /kri:də /.
- A merger is shown in the vowel phonemes /æ / and /ɒ/: both are rendered as the vowel phoneme /ʌ / in *dash* /dʌʃ / and *stop* /stɒp /.
- Phonology diverges from many Caribbean varieties in its use of the phonemes /θ/ and /ð/, suggesting a closer alignment with standard English pronunciation.

Effective response:

Please see example response to this exam-style question on page 177 of the Student Book.

Mark scheme

Level	Mark	AO1 = bullet points 1, 2 3; AO4 = bullet points 4, 5
	0	No rewardable material.
Level 1	1-5	Descriptive <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. • Limited range of terminology. • There are frequent errors and technical lapses. • Makes no connections between the data. • Makes no reference to theories or concepts.
Level 2	6-10	General understanding <ul style="list-style-type: none"> • Uses methods of language analysis that show general understanding. • Organises and expresses ideas with some clarity. • There are lapses in use of terminology. • Makes obvious connections across the data. • Makes links between the data and applies basic theories and concepts.
Level 3	11-15	Clear relevant application <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. • Ideas are structured logically and expressed with few lapses in clarity and transitioning. • There is clear use of terminology. • Identifies relevant connections across data. • Mostly supports connections identified by clear application of theories, concepts and methods.
Level 4	16- 20	Discriminating controlled application <ul style="list-style-type: none"> • Controlled application of methods of language analysis supported with use of discriminating examples. • Controls the structure of response with effective transitions. • Language and terminology are carefully chosen and used. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.
Level 5	21-25	Critical and evaluative <ul style="list-style-type: none"> • Critical application of methods of language analysis with sustained use of examples. • Uses sophisticated structure and expression with appropriate register and style. • Terminology is chosen critically and used correctly. • Evaluates connections across data. • Critically applies theories.

Section B: Written Language of the 19th-20th Century

Chapters 27–30 focus on Paper 2, Section B. This question is worth up to 25 marks. A copy of the mark scheme is available at the end of this section.

Chapter 27: ‘Proper’ English

Answers should focus on the influence of language usage on our perceptions of ourselves and others.

Answers may note:

- We tend to make judgements of others based on their language usage.
- A prescriptivist view considers grammar usage to be either correct or incorrect and may make judgements of those whose grammar is perceived as ‘wrong’.
- Standard English is perceived to confer status, or overt prestige, on its users. One result of this status is a desire to speak ‘correctly’, resulting in hypercorrections.
- Non-standard usage may confer status, or covert prestige, on users within a particular community, signalling belonging.

Chapter 28: The power of language

Answers should focus on the ways in which the views expressed in Texts A and B reflect the developments in English across the world.

Answers may note:

According to the speaker in Text A:

- In India, the ability to speak English confers status and the inability to speak or understand English diminishes status and can be a source of embarrassment.
- The use of Hindi should be more prevalent and respected.
- First language speakers of Hindi can express themselves more fully in their first language than in Hindi.

The speaker identifies the overt prestige of English and argues for Hindi to be given greater status.

According to the speaker in Text B:

- AAVE is the language of communication for millions of black Americans.
- AAVE is a dialect with a standardised grammar and syntax but can be dismissed as ‘incorrect’ in some schools.
- Elements of AAVE have entered common usage due to the internet and social media which the speaker feels has had a reductive effect, failing to acknowledge and effectively erasing its origins.

The speaker dismisses the prescriptive view of standard American English and argues for the validity of the AAVE variety and its acknowledgement as a significant influence on 21st century English.

Chapter 29: Influence and independence

Answers should focus on the ways in which English in Australia reflects the changes to, and development of, English across the world.

Answers should consider:

- the contexts in which this variety of English is used *and/or*
- other influences on this variety of language *and/or*
- how the role of English as an international language is reflected in the texts.

Answers may note:

- Both Australian English and Australian Aboriginal English show derivation from standard English lexis.
- Australian English shows the use of hypocorism derived from standard English, e.g. *sickie*, *rellies* and neologisms specific to the variety, e.g. *dob*, *dinkum*, *bogan*.
- Australian Aboriginal English shows semantic shifts in standard English lexis, including semantic broadening (e.g. *country*), amelioration (e.g. *mob*, *deadly*, *rubbish*) and pejoration (e.g. *cheeky*).
- The two varieties of English show distinct variation in usage of English lexis, specific to their community, suggesting their independence.
- Both communities' first language usage of a variety of English reflects their shared heritage as a former British colony.

Chapter 30: Putting it all together

Answers should focus on the ways in which the global varieties of English shown in Texts A, B and C reflect the changes to, and development of, English across the world. They should consider:

- the context in which the language may be used *and*
- the influence of other languages on 21st century English *and*
- the role of English as an international language.

Answers may note:

Text A

- The recognition by Australian Aboriginal peoples that they live in two worlds: their heritage and ancestry as Aboriginal peoples, and that of the 'modern world'. This is reflected in their attitudes to education and to language: 'bilingual education is important (1) it is keeping our language strong (.) it's keeping our (1) culture strong and keeping our identity strong'.
- Some speakers regret the loss of their language, now supplanted by Australian English: 'we lost our language (.) and our... culture and our learning... I don't even know how to speak that...'.
- Text A shows the dominance of English as a lingua franca in Australia and its tendency to replace native languages through both colonialism and through its global dominance as the language of business, finance, the media, etc.
- There is, though, a determination among its speakers to preserve the language as an inherent part of Aboriginal culture.

Text B

- The article identifies the function of English as a lingua franca for immigrants who came to Hawaii to work on the plantations. This allowed them to communicate and so overcome the intention to exploit their disparate languages as a means to separate them.
- The article highlights the variation and evolution of Pidgin from English in the phrase 'da kine' in its varying denotations and word class
- This evolution is further evidenced in the similarities of Pidgin to English which can lead to misunderstanding: 'if... you think you recognise and understand a Hawaiian Pidgin word, you might not really be getting it.'
- Kent Sakoda notes the covert prestige of 'da kine' as an 'identity marker' and a means of reinforcing social bonds: 'The implication is that you know each other well enough that the person using da kine will not have to explain it.'
- Sakoda suggests the influence of American English on Pidgin endangers and dilutes it, in particular when lexis is shared by Pidgin and English but meaning differs.

Text C

- The text highlights the many languages of Nigeria, and the function of Pidgin as a lingua franca and its universal usage from 'street-hustlers' to 'politicians'.
- The text highlights the pace of change and innovation in Pidgin: 'at breakneck speed'.
- The text acknowledges the role of slavery and trade in the development of Pidgin.
- The text highlights [Standard] English as a language of prestige but which, according to news presenter Steve Onu, scares people; he thinks people who are 'not educated' would rather express themselves and 'listen to our news' in Pidgin.
- Some see the use of Pidgin as a 'symbol of a failed education system', implying its stigmatisation and the prestige of standard English. Onu, although a clear advocate for Pidgin, refers to Pidgin as distinct from 'correct English', implying the perception that Pidgin is incorrect.
- The text highlights Pidgin's value as a lingua franca ('the best bet for communicating') while its universality means it can be used without 'political issues'.

Linking all three texts, answers may explore:

- The value of language as a lingua franca and an inherent expression of culture.
- The status of standard English in comparison with global varieties of English.
- The nature of language change through external influence, and both positive and negative attitudes to it.
- The ongoing conflict between the preservation and purity of language varieties, protected from external influences, versus their evolution and accessibility to a wider group of users.

Effective response:

Please see example response to this exam-style question on page 201 of the Student Book.

Mark scheme

Level	Mark	A02 = bullet points 1, 2; A03 = bullet points 3, 4
	0	No rewardable material.
Level 1	1–5	Descriptive <ul style="list-style-type: none"> • Knowledge of concepts and issues is limited. • Uses a narrative approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data.
Level 2	6–10	General understanding <ul style="list-style-type: none"> • Summarises basic concepts and issues. • Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description.
Level 3	11–15	Clear relevant application <ul style="list-style-type: none"> • Clear understanding of relevant concepts and issues. • Clear application of this understanding to the data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation.
Level 4	16–20	Discriminating controlled application <ul style="list-style-type: none"> • Discriminating selection of a range of relevant concepts and issues. • Discriminating application of this understanding to the data. • Makes inferences about the construction of meaning in data. • Examines relevant links to contextual factors and language features to support the analysis.
Level 5	21–25	Critical and evaluative <ul style="list-style-type: none"> • Evaluative selection of a wide range of relevant concepts and issues. • Evaluative application of this selection to the data. Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation.